

**THE EFFECT OF USING STOP AND DARE STRATEGY
TOWARD THE STUDENTS' ABILITY IN WRITING
PERSUASIVE TEXT AT THE SECOND YEAR
OF MADRASAH ALIYAH DAREL HIKMAH
ISLAMIC BOARDING SCHOOL
PEKANBARU**

A Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



By

**AWALUDDIN PASARIBU
NIM. 10514000226**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

ABSTRACT

Awaluddin Pasaribu (2012): The Effect of Using STOP and DARE Strategy Toward the Students' Ability in Writing Persuasive Text at Second Year of Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru

This research is intended to investigate and answer the research questions, namely; 1) Is there any significant effect of using STOP and DARE strategy toward the students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Boarding School – Pekanbaru? And to investigate 2) What factors that influence the students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Boarding School Pekanbaru?

This is an experimental research, consisting two variables. Variable X of this research is the use of STOP and DARE strategy in writing persuasive text, and the Y strategy of this research is the students' ability in writing persuasive text. The subject of this research is the teacher and the second year students of Madrasah Aliyah Darel Hikmah Boarding School Pekanbaru, academic year 2011/2012. The object of this research is the use of STOP and DARE strategy in order to improve the students' ability in writing persuasive text. The data were collected through the test, and interview. The data of the students' ability in writing persuasive text were analyzed through a statistical computer program called SPSS Independent Samples T-Test formula.

After analyzing the data through SPSS 17, it can be concluded that the comparison between t_o (t_{observed}) to t_t (t_{table}) is significant. From $df = 38$, it is found that the level of significance of 5% is 2.02 and the level of significance of 1% is 2.72. It can be stated that $2.02 < 7.809 > 2.72$. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted. Therefore, there is significant effect of using STOP and DARE strategy toward students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru.

The factors that influence the students' ability in writing persuasive text can be divided into the internal factors such as the students' interest in learning English, the students' prior knowledge toward the appropriate English composition, and the students' perception toward English, and external factors, such as the teaching strategy, the topic of the writing, the environment, and the teacher support.

ACKNOWLEDGMENT

By the name of Allah Almighty, the Lord of the world, who has been giving His guidance, mercy, blessing, and health to complete this academic requirement. Peace and blessing be upon the noble character, prophet Muhammad SAW who has brought the human beings from the stupidity to the light of knowledge and Islam.

This project paper is aimed to complete a partial requirement for the award of undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this project paper is “The Effect of Using STOP and DARE Strategy Toward the Ability in Writing Persuasive Text at Second Year Students of Madrasah Aliyah Darel Hikmah Boarding School Pekanbaru”.

The writer realizes that there are many weaknesses on this project paper. Therefore, advices and suggestions are needed very much in order to improve this project paper. A lot of thanks to those who have given moral and material supports to the writer. Thus, the writer expresses his gratitude and sincere thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau. Thanks for his kindness and encouragement.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty. Thanks for his kindness and encouragement.
3. Dr. Hj. Zulhidah, M.Pd, as the Chairperson and Dedy Wahyudi, M.Pd as the secretary of English Education Department. Thanks for their kindness and encouragement.
4. Drs. Samsi Hasan, M.HSc as the writer’s supervisor. Thanks for his invaluable assistance, guidance, encouragement, persistence, helpful and

valuable suggestions and advice that has encouraged and motivated the writer to complete this project paper.

5. All lecturers who have given knowledge and information of this project paper and thanks for their contributions and supports during the courses.
6. My beloved parents, Zainal Pasaribu and Mahdiana Purba who have given meaningful and useful supports, both material and spiritual. This project paper is a proof of my love to you, my beloved parents.
7. My beloved Sister and Brother, Desriana Pasaribu and Ahmad Maulana Pasaribu all of my family. Thanks for your support, your praying, and everything you have given to me. I love you.
8. My close friends: Fahrizal, Fadli, Fidel, Zulfahmi, Hardianto, Taufiq, Fazri, and Ibel. Thanks a lot for everything you have given to me.
9. My classmates, class E, and all of my friends of English Education Department in 2005 who have given me motivation and support.

Pekanbaru, June 2012

The Writer,

Awaluddin Pasaribu

THE LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINERS APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	v
THE LIST OF CONTENTS	viii
THE LIST OF TABLES	x
THE LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	1
A. The Background of the Problem.....	1
B. The Definition of the Terms	7
C. The Problem.....	10
1. The Identification of the Problem	10
2. The Limitation of the Problem.....	11
3. The Formulation of the Problem.....	12
D. The Reasons for Choosing the Title	12
E. Objectives and Significance of the Research.....	12
1. The Objective of the Research	13
2. The Significant of the Research	13
CHAPTER II LITERATURE REVIEW	14
A. Theoretical Framework.....	14
1. The Nature of Writing.....	14
2. The Nature of Persuasion.....	22
3. STOP and DARE Strategy	25
B. The Relevant Research	29
C. The Operational Concept.....	30
D. Assumption and Hypothesis	31
1. Assumption	31

2. Hypothesis.....	31
CHAPTER III RESEARCH METHODOLOGY	32
A. Research Design	32
B. The Location and Time of the Research.....	32
C. The Subject and Object of the Research.....	32
D. The Population and Sample	32
E. The Technique Collecting Data	33
F. The Technique of Analyzing Data.....	37
G. The Validity and Reliability of the Test	38
1. The Validity of the Test	38
2. The Reliability of the Test	39
CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS	41
A. The Description of the Research Instrument	41
B. Data Presentation	41
1. The Data of Experimental Class	42
2. The Data of Control Class.....	46
C. The Data Analysis.....	49
1. The Effect of STOP and DARE Strategy	50
2. The Factors that influence the students' ability	53
CHAPTER V CONCLUSION AND SUGGESTION	55
A. Conclusion	55
B. Suggestion.....	56
1. Suggestion for the Teacher	56
2. Suggestion for the Students.....	56
BIBLIOGRAPHY	
APPENDICES	

THE LIST OF TABLES

Table II.1	STOP and DARE.....	28
Table III.1	Population and Sample	33
Table III.2	Content Of Writing	35
Table III.3	Organization of Writing	35
Table III.4	Vocabulary in writing	35
Table III.5	Language Use in Writing.....	36
Table III.6	Mechanic in Writing	36
Table III.7	The Distribution of the Score.....	36
Table III.8	The Classification of Students' Score.....	37
Table IV.1	The Students' Pre-Test Scores of the Five Aspects	42
Table IV.2	The Distribution of Frequency of Students' Pre-test Scores of experimental class.....	43
Table IV.3	The Students' Post-Test Scores of the Five Aspects (Experimental Class).....	44
Table IV.4	The Distribution of Frequency of Students' Post-Test Scores of Experimental Class	45
Table IV.5	The Students' Pre-Test Scores of the Five Aspects (Control Class)	46
Table IV.6	The Distribution of Frequency of the Students' Pre-Test Scores Control Class	47
Table IV.7	The Students' Pre-Test Scores of the Five Aspects (Control Class)	48
Table IV.8	The Distribution of Frequency of the Students' Post-Test Scores Control Class	49
Table IV.9	The Students' Post-Test Scores of Experimental Class and Control Class.....	50
Table IV.10	Group Statistics	51
Table IV.11	Independent Samples Test	51

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is a very powerful tool that allows writers to make meaning and to reflect their own thoughts. It improves a writer's ability to learn while trying to make sense of their thinking, from concepts and ideas, and discover connection between the concepts and their personal experiences.¹

Writing is one of the important aspects in English teaching and learning process. Writing is a tool to communicate and a part of productive skills. Writing is more complicated than it seems at first, and often seems to be the hardest skill, since it involves not only a graphic presentation of speech, but also the development and presentation of thoughts in a structured way. Writing effectively is a critical competency that all students should develop.

Every piece of writing—from a short note to a long novel—is written for a reason. Perhaps the writer's goal is to tell a story or to describe a person or a place. Or it may be to explain why an event happened, or to urge the reader to take action. The tone or purpose of the writing can be called as genre, and there are some kinds of genre. Genre-based approaches are concerned with the social purposes of the language. The genres in focus are generally defined according to social purposes of communication. The tone of writing reflects the writer's

¹ Langer, J., & Applebee, A.N. (1978) *How Writing Shapes Thinking*, Urbana. In Sanchez. (2008). *Writing for Students With Emotional Disabilities and English Language Learners*.

attitude toward the subject. Depending on the purpose, the tone of composition changes. It might, for example, be straightforward, sarcastic, outraged, or mysterious. Tone is a major ingredient of style. It sets the mood of the composition. There are many kinds of genre-based approaches; recount, persuasive text, report, narration, description, explanation, exposition, procedure, news items, etc. Persuasive text is one of the texts, which is studied by second year students in senior high school or the like.

Persuasive text is kind of text that tell the argument, which is also known as the argumentative text., which utilizes logic and reasons to show that one idea is more legitimate than others. When writers write to persuade, their goal is to influence the reader's point of view. Perhaps the writer wants the reader to reconsider an opinion. Or perhaps the writer is trying to convince the reader to do something (vote) or to stop doing something (littering). In persuasive writing, a writer takes a position FOR or AGAINST an issue and writes to convince the reader to believe or do something

In short, It attempts to persuade the readers to adopt a certain point of view or to take a particular action. In persuasive writing, supporting materials provide convincing evidences to defend thesis statement. Supporting details may consist of logical reasons, facts, and details. Writing persuasive text sometimes is more difficult because the readers cannot see the writer's facial expression, hear the voice, or experience the writer's presence.

According to Siahaan, persuasion is a text containing three components, namely the thesis, argument of issue of concern, and recommendation by which a writer persuades people that something should not be the case².

Graham urges that students struggle to write especially when they spend less than one minute planning when they revise their writing, when they approach writing as if it involves a single process – content generation, and when they do not know or utilize the effective strategies in writing³.

The most important factor in teaching writing is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain approach. This approach could possible be applied to students learning to write in English at Madrasah Aliyah Darel Hikmah Islamic Boarding School in Pekanbaru.

Madrasah Aliyah Darel Hikmah Islamic Boarding School is located in strategic location. This school adopts KTSP as their curriculum in conducting learning and teaching process. English as one of compulsory subject is taught twice a week for 45 minutes in each meeting. Based on school curriculum (KTSP), the students of Madrasah Aliyah Darel Hikmah Pekanbaru are required to be able to write text including persuasive text. The passing score in English subject is 65. In contrast, in every exercise in writing, some of the students are not able to get completeness score.

² Siahan, Sanggam and Shinoda Krisno (2008), *Generic Text Structures*, Graha Ilmu. Yogyakarta. p. 101

³ Graham, Steve. *Teaching Writing Strategies*. Vanderbilt University. p. 2

Since writing effectively is a critical competency that all students should develop and it is very important in learning a foreign language, in fact, many students find difficulties in developing content, organizing their thoughts in a coherent way, establishing goals for writing, and managing the mechanism of writing⁴, and their difficulties are shown across writing genre; however, in writing persuasive text, students will have more difficulties because they have trouble developing arguments and supporting their points of views. Ideally, the students need to be provided with the necessary support and strategies to master the writing process, especially in writing persuasive text. But, in fact, although the teacher has provided some strategies such as the chart, and other old ways in teaching writing, but it seems that most of the students still unable to get good score during the lesson and test.

Based on the explanation above and based on writer's preliminary observation, the phenomenon of this problem can be seen as follows:

1. Some of the students were not able to develop their ideas in writing persuasive text.
2. Some of the students were unable to drag their mind to compose the persuasive words in writing persuasive text.
3. Some of the students were unable to write based on the generic structure (frame work) of the persuasive text.
4. Some of the students still did not understand how to compose persuasive text.

⁴ Graham, Harris & Mason. (2003) in Sanchez (2008). *Writing for Students with Emotional Disabilities and English Language Learners – Self-Regulated Strategy Developed an Effective Intervention for Improving the Writing Quality of Students' Persuasive Essay*. p. 3

5. Some of the students were unable to compose good and well-structured sentence in writing persuasive text.
6. Some of the students did not understand how to use the methods in writing persuasive text.
7. Some of the students did not know how to make the thesis, argument of recommendation in writing persuasive text.
8. Some of the students did not know how to use any methods or strategies in writing.
9. Some of the students think that the methods of writing persuasive text taught in the school were not interesting and hard to understand.

In order to solve this problem, the writer is trying to offer a different and good strategy in teaching writing at school, especially writing persuasive text. This strategy is well known as the STOP and DARE strategy. This is actually a two-part strategy in order to help the students to develop their ideas and organize the ideas into a comprehensive persuasive text.

STOP is the abbreviation of; *Suspend judgment, Take a side, Organize ideas, Plan more as you write*, while DARE stands for; *Develop your topic sentence, Add supporting ideas, Reject arguments for the other side, and End with a conclusion*⁵. STOP and DARE is the mnemonic strategy of Self-Regulated Strategy Development (SRSD) which is aimed to provide explicit, focused writing

⁵ Graham, Harris & Mason. (2003) in Sanchez (2008). *Writing for Students with Emotional Disabilities and English Language Learners – Self-Regulated Strategy Developed an Effective Intervention for Improving the Writing Quality of Students' Persuasive Essay* p. 208.

instruction that assumes that some students require more specific teaching instruction in order to be able to understand the effective writing strategies.⁶

Using SRSD, students follow six stages of strategy acquisition: (a) introduce the strategy, (b) discuss and clarify how it may be used, (c) observe the teacher model the strategy, (d) memorize the strategy (may use mnemonic), (e) reference the strategy to edit work completed with guidance, and (f) use the strategy independently to complete a writing assignment. Studies that have examined the effect of SRSD on students' writing performance have shown that students increased: (a) time spent planning texts, (b) word production, (c) overall quality of writing as measured on a scoring rubric, and (d) students' knowledge and motivation for writing.

Many researches recommend helping students by providing them with suitable strategies for solving problems that are a part of the writing process⁷. These strategies act as scaffolds, which can help students identify thinking skills and basic cognitive processes. One problem that hinders students is their difficulties in using their existing knowledge with regard to learning strategies, and in adjusting their thinking processes. This stems from their tendency not to combine their knowledge and their skills within a unified conceptual framework. As a result, many skills remain inactive, and writers find it difficult to implement them outside the context in which they were learned.

⁶ Erickson, K., & Hatch, P. (2006, October). *Supporting Writing Strategy Development in the General Education Classroom*. In Trela Katherine C. (2008). p.31.

⁷ Trela, Katherine C.(2008). *The Effects of I WRITE NOW Strategy on High School Students with Significant Cognitive Disabilities'Pparticipation in Composing An Opinion Paragraph*. p.13

According Harris *et al.* this strategy can be applied by using these step-by-step procedures⁸:

- S** = Suspend judgment
- T** = Take a side
- O** = Organize your ideas
- P** = Plan more as you write
- D** = Develop your topic sentence
- A** = Add supporting ideas
- R** = Reject possible argument
- E** = End with a conclusion.

STOP and DARE strategy is expected to be effective in teaching and helping the students write persuasive text. Therefore, based on the explanation above, the writer interested to carry on the research entitled **“The Effect of Using STOP and DARE Strategy Toward the Students’ Ability in Writing Persuasive Text at the Second Year of Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru”**

B. The Definition of the Term

In order to avoid misunderstanding in reading and comprehending this paper, the writer defined the terms into the followings:

1. **The effect**; Richard and Schmidt defined that effect is a measure of the strength of one variable’s effect on another or the relationship between two

⁸ Harris, K. R., Graham, S., & Mason, L. (2002). POW plus TREE equals powerful opinion essays. *Teaching Exceptional Children*. In Peter Westwood. *What Teachers Need to Know about Reading and Writing Difficulties*. (Australia ACER Press. 2008). p. 208.

or more variables. When a researcher rejects the null hypothesis and concludes that an independent variable has an effect, an effect size is calculated to determine how strong the independent variable's effect (e.g. presence or absence of a bilingual program) was on the dependent variable (e.g. academic performance)⁹.

In this research, the term effect refers to the effect of STOP and DARE strategy toward the students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Pekanbaru.

2. **STOP and DARE**; The STOP strategy is used to plan and organize the writing process, while DARE strategy is used as the reminder to use all of the components of a good text. De La Paz, the STOP and DARE will be applied by the following step-by-step procedures¹⁰:

- 1) **Suspend Judgment** – Students consider each side or the topic before taking a position.
- 2) **Take a Side** – the students determine which side will have the strongest argument or which side that the students believe in.
- 3) **Organize Ideas** – the students select ideas that make powerful arguments by putting an asterisk next to the ideas that they want to be sure and use. The students should also identify several arguments that will be refuted. Then the students' idea should be presented in numerical order.

⁹ Richard and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (London; Pearson Education Ltd, 2002) p. 175

¹⁰ De La Paz, S. 2001. *STOP and DARE: A Persuasive Writing Strategy – Intervention in School and Clinic*, p. 234 – 243.

- 4) **Plan More as You Write** – The students keep planning the writing as they continue to write.
- 5) **Develop a topic sentence**
- 6) **Add supporting Ideas**
- 7) **Reject arguments for opposing side**
- 8) **End with a conclusion**

In this research, the terms STOP and DARE are divided into two parts, STOP strategies is presented by the teacher during teaching writing persuasive text, and DARE strategies are done by the students in composing their persuasive text.

3. **Strategy**; A strategy is a series of sequential steps that allow a student to perform a task. A strategy is multi-faceted; its use should improve performance on academic tasks by enhancing and focusing the student's effort¹¹. In this research, the strategy is focused on STOP and DARE strategies in order to give the effect toward the students' persuasive writing ability.
4. **Persuasive Text** ; According to Siahaan, persuasion is a text containing three components, namely the thesis, argument of issue of concern, and recommendation by which a writer persuades people that something should not be the case¹². In persuasive writing, the author must take a particular point of view and attempt to convince the reader to adopt the same perspective. The production of persuasive text that is clear, convincing,

¹¹ Trela, Katherine C. *Ibid.* p. 10.

¹² Siahan, Sanggam and Shinoda Krisno (2008), *Generic Text Structures*, Graha Ilmu. Yogyakarta. P. 101

appropriately sequenced, and addressing views from both sides of the argument. The main purpose is to influence the way a reader thinks, feels or acts¹³.

5. **Ability**; Based on thefreedictionary.com, the term ability can be defined as the qualities that enable a person to achieve or accomplish something, or it can be said as someone's mental and physical power to do something.¹⁴

In this research, this term refers to the second year students' qualities that enable them to accomplish the target in writing persuasive text based on the generic structure. In other words, it can be said the the ability in this research refers to the students' mental and physical power to compose persuasive text.

6. **Writing**; Daniel in en.wikipedia.org defined writing as the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). In thefreedictionary.com, writing can be defined as the act of composing or making the text by using the written signs or symbols. In this research, the term writing is defined as the students' act of composing the text in persuasive genre.

C. The Problem

1. The Identification of the Problem

Based on the explanation and the phenomenon stated above, it can be clearly seen that majority of the students of Madrasah Aliyah Darel Hikmah

¹³ Jeremy Bullmore, *Can I Change Your Mind* (London: A&C Black 2007), p. 4

¹⁴ www.thefreedictionary.com

Islamic Boarding School Pekanbaru still have difficulties in learning English, especially in learning writing persuasive text in English lesson. The problem of this research can be identified into the following questions:

1. Why do some students are not able to develop their ideas in writing?
2. Why are some students not able to persuasive words in writing?
3. How is the ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru?
4. Why some of the students are unable to make a good conclusion in writing persuasive text?
5. Is there any significant effect of STOP and DARE strategies toward the students writing persuasive text ability at the second year of Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru?
6. What factor that influences the students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru?

2. The Limitation of the Problem

The writer considered that it's essential to limit the problem of the research in order to avoid misunderstanding. As the explanation and identification of the problem stated above, this research focused on the effect of STOP and DARE strategy toward the students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Boarding School Pekanbaru.

3. The Formulation of the Problem

In this research, the writer would like to formulate the problem into the following research questions:

1. Is there any significant effect of using STOP and DARE strategy toward the students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Islamic Boarding School – Pekanbaru?
2. What factor that influences the students' writing persuasive text ability at the second year of Madrasah Aliyah Darel Hikmah Islamic Boarding School – Pekanbaru?

D. The Reasons of Choosing the Title

The writer is interested in carrying this research title because of some reasons, they are:

- a) The topic is interesting and challenging to be investigated.
- b) This topic is relevant to the writer as one of the students of English Education Department.
- c) As far as the writer concerned, this topic has never been investigated by other researches.

E. The Objective and Significant of the Research

The result of the study will have theoretical benefits and practical benefits.

1. The Objectives of the Research

- a. To obtain the information whether or not there is any significant effect of using STOP and DARE strategy on the second year students' ability in writing persuasive text at Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru.
- b. To find out the factors that influence the second year students' ability in writing persuasive text at Madrasah Aliyah Islamic Boarding School Pekanbaru.

2. The Significance of the Research

Besides the specific objective of the research above, this research is intended to provide a scientific investigation on the STOP and DARE strategy toward second year students' ability in writing persuasive text. The research findings are expected to give some contribution of the students learning achievement in the process of writing text especially for those who have great concerns in writing ability in persuasive text.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Writing

Writing is a medium that can be used to think about language and it is through writing people are able to express thoughts, share ideas, and feelings on certain topics. Writing is the way to make the thoughts become real.

According to Haris, writing is one of the four skills of language learning besides reading, speaking and listening. Writing is a tool for communication and it is important to be included in English language learning. Besides that, writing is a process or activity that needs much time for many things to take into account. It needs time to think, to write, to edit and to rewrite in order to make a good composition. It also takes more study and practice¹⁵.

Writing clearly takes more effort than speaking clearly, and it can be a more intimidating experience. Many eloquent and articulate speakers go to great lengths to avoid placing their thoughts in writing, because the written word is permanent and allows the reader time to analyze and assess. In contrast, spoken words, unless recorded, have short lives, and mistakes made when speaking are more readily overlooked and forgotten.¹⁶

¹⁵ David, Haris *Testing English as a Second Language* (New York: Mc Grow Hill Book Company, 1996) p. 9

¹⁶ Sova, Dawn. (2004). *Writing Clearly – A Self Teaching Guide*. John Wiley & Sons, Inc.

1) Writing as a Process

Khane stated that writing in its broad sense—as distinct from simply putting words on paper—has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure)¹⁷. The steps in writing can be seen as follows:

1. The first step, "thinking," involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style.
2. The second step, "doing," is usually called "drafting"; and
3. The third, "doing again," is "revising." The next several chapters take a brief look at these steps of the writing process. First a warning they are not really "steps," not in the usual sense anyway.

The writer does not write by (1) doing all you are thinking, (2) finishing a draft, and then (3) completing a revision. Actually, writers do all these things at once. If that sounds mysterious, it is because writing is a complex activity. As writer thinks about a topic you are already beginning to select words and construct sentences in other words, to draft.

On the other hand, Grenville also highlighted six steps in the process of writing¹⁸

1. Getting ideas

When we write something, the first step that should have is ideas.

To get some ideas there are four steps that help easier to get ideas.

¹⁷ Thomas, S., Khane, *Oxford essential Guide to Writing* (New York: Barkley Book, 2000) p. 17

¹⁸ Kate Grenville, *Writing from Start to Finish*. (Australia: Allen & Unwin, 2001), p. 11, 49, 69, 105, 137, 167.

- Making a list.

Making a list is the best way to get started with piece of writing.

Writer can just write anything that comes to mind to help the writer when start to write it mean that the key word when writer start to write

- Making a cluster diagram.

Cluster diagram is really just another kind of list, but one that to develops into little clusters of minded ideas. When the ideas come from visually, a cluster diagram might be friendly way to start writing.

- Free writing. It means that writer just non-stop talking onto the page.

It means that thinking on paper. It is good way to let the unconscious give ideas because it can access our memory, experiences, knowledge and fantasies.

2. Choosing ideas

This step is talking about choosing an idea. The writer can differentiate between the ideas that definitely cannot use, and once that have some potential. The purpose of a text is to persuade or inform the reading what writers are talking about. By this way writer can give information to the readers. For a text there are three basic ideas:

- The information test; This provides any facts about the subject.
- The concept test; It is used to put forward a general concept about a subject and use this part of the theory or opinion about the subject.

- The evidence test; Use this way to support any information that writers present and to support an opinion or theory.

3. Outlining

Outlining is a working plan for piece of writing. It consists of the list of all the ideas that are going to be written. It makes finding the pattern of idea becomes easier. The beginning part of the writing is usually known as introduction. The writer introduces the text to the readers briefly.

Different text needs different introductions but every introduction should have a thesis statement. Introduction consists of an overview, background definition, different points of view and particular point of view. After the introduction, the writers come to middle part of the text, which is usually called development. In this phase, the writers develop a paragraph according to points that writers to make.

A development might include information likes fact, figure, dates etc. Then to support a fact the writers need examples to make the paragraph accurate. The last is supporting material for detail like logical cause and effect. Then, the writers come to the end of writing called conclusion. Writers have said everything that wanted to be said. A conclusion might include the main points to sum up the points and powerful image.

4. Drafting

In this step, writers can cut a sentence as needed. The writers start writing down based on the outline defined.

5. Revising

There are two basics steps in revising, the first is finding the problem, and the last is fixing the problem that writer has.

6. Editing

Editing means making your piece as reader-friendly as possible as by making the sentences flow in a clear, easy-to-read way. It also means bringing your piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing.

Based on the statements above it can be concluded that the process of learning to write is a process of learning and thinking to communicate with language based on procedure of the writing.

In line with Grenville, Peha outlined the procedures of writing into the following steps¹⁹:

a. Prewriting: Select a topic.

Pre-writing is any writing that the writer do before starts writing.

Pre-writing is a time that the writer can use to experiment, to jot down a few quick ideas, to try out something new without having to try very hard, to take a little time to gather the thoughts and choose a direction before drafting.

The writer can do just about anything to warm up such as drawing, making notes, and scribbling random thoughts. This is very

¹⁹ Peha, Steve. Online resources from www.ttms.org. retrieved on Thursday, Feb 2nd, 2012.

important for writer in order to find the subject for writing. During pre-writing time, the writer can decide what subject, or topic that he or she has strong feeling. It will be easier to write persuasive text about something that truly interests the writer.

b. Draft the Thesis Statement.

The conventional meaning of the word “drafting” is “A preliminary version of a plan, document, or picture.” But all that tells the writer is that a draft is something that isn’t finished.

c. Revising

The word “revision” literally means “to see again.” This is what revising is all about. The writer can better see his/her writing now from the reader’s point of view. Up to this point, the writer has probably been more concerned about himself— what the writer wanted to say, how he/she felt about it, things he/she wants to include. But now it’s time to shift his/her thinking just a bit and really start considering the audience.

Revising is hard because it involves four distinctly different things the writer you often has to do all at the same time: [1] Adding things; [2] Moving things; [3] Cutting things; and [4] Leaving things alone.

The writer may read over a sentence, decide to add a few words here and there, realize that he/she needs to move things around, then cut some words that don’t belong, and all the while he/she is thinking about what he/she can leave alone just the way it was. And the writer has to

do all this as both writer and reader. As a writer, he/she has to make the changes he/she thinks the readers will appreciate, but then he/she has to switch over to the other side and try to experience those changes as the readers will. This is an impossible task. You can't get it right, you can only come close. This is why writers revise their work so much. Revision isn't something you do just once. Some writers revise parts of their work 5, 10, 15 times or more; they revise until they think they've gotten it just right.

d. Editing

Editing means many things to many people. But here, it means only one thing: taking care of any problems you have with writing conventions like spelling, punctuation, grammar, and usage. You can make minor changes to the content of your piece—a word here, a phrase there—but if you want to make bigger changes, go back to the Revising stage.

Persuasion is a text containing three components i.e. the thesis, argument of issue of concern, and recommendation by which a writer persuades people that something should not be the case²⁰. In persuasive writing, the main purpose is to influence the way a reader thinks, feels or acts²¹.

²⁰ Siahaan, Sanggam. Krisno, Shinoda. *Generic Text Structure*. Graha Ilmu. Yogyakarta. 2008. p.101

²¹ Lindsay Camp. *Can I Change Your Mind?* (London:A&C Black. 2007. p.4

Acts of human communication, whether verbal or non verbal, oral or written are exchange of messages between humans beings. Since the writing is one of the ways of communication, persuasion can be done by writing. Attempting to influence is done in persuasion. Influence refers to alter human behavior in preferred ways. Here, persuasion is manipulative of acts, but it also leaves receivers with the perception of choice. This is the effort to change the readers' thought and feelings. It is an effect that may be produced by messages, whether intended or not.

2) The Purpose of Writing

Grenville stated that the writing has three basic aims, namely:²²

1. Entertain. It means that writing does not make the readers laugh, but it at least engages their feelings in some way.
2. Inform, it means that the writer tells the readers about something.
3. Persuade the readers to convince something.

3) The Nature of Text

Joy stated that are four parts of a text²³, they are:

1. Beginning or Introduction

This paragraph is the first in the essay. It means that in introduction of the topic to prepare the reader for what will write and to hooks the reader to be interested in reading more.

²² Kate Grenville, *Loc. cit.*

²³ Joy,M, Reid, *The Process of Composition*, (Englewood Cliffs: Prantice Hall Present,1994) p.42

2. Thesis sentence

Thesis sentence is generally located at the end of introduction and has the function to control ideas, limit and direct the rest of the essay.

3. The Body

These paragraphs explain, clarify and illustrate the thesis sentence. Each body consists of a topic sentence and several supporting sentences.

4. Conclusion

It acts the same way that a concluding sentence works or concluding a paragraph.

Conclusion allows the writer to have the final say on the issues raised in the paper, to summarize the thoughts, to demonstrate the importance of the ideas, and to propel the reader to a new view of the subject.

2. The Nature of Persuasion

Persuasive writing, which is also known as the argumentative text, utilizes logic and reason to show that one idea is more legitimate than another. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts. In persuasive writing, the main purpose is to influence the way a reader thinks, feels or acts²⁴.

²⁴ Lindsay Camp. *Can I Change Your Mind?* (London: A&C Black. 2007) p.4

The purpose of persuasive writing is to persuade a reader to a point of view on an issue. Persuasive writing may express an opinion, discuss, analyse and evaluate an issue. It may also entertain and inform. The style of persuasive writing may be formal or informal but it requires the writer to adopt a sense of authority on the subject matter and to develop the subject in an ordered, rational way. A writer of a persuasive text may draw on his or her own personal knowledge and experience or may draw on detailed knowledge of a particular subject or issue. The main structural components of the persuasive text are the introduction, development of argument (body) and conclusion.²⁵

Siahaan stated that persuasion is a text containing three components, namely the thesis, argument of issue of concern, and recommendation by which a writer persuades people that something should not be the case. In persuasive writing, the author must take a particular point of view and attempt to convince the reader to adopt the same perspective. The production of persuasive text that is clear, convincing, appropriately sequenced, and addressing views from both sides of the argument²⁶.

Reid stated that there are four goals of persuasion text, which can be seen as follows²⁷:

1. To present an opinion to the reader
2. To explain, clarify, and illustrate that opinion

²⁵ Australian Curriculum, *Assessment and Reporting Authority 2011*. NAPLAN 2011. *Persuasive Writing Guide*. ACARA – Sidney p.5

²⁶ Siahan, Sanggam and Shinoda Krisno (2008), *Generic Text Structures*, Graha Ilmu. Yogyakarta. P. 101

²⁷ Joy,M, Reid, *The Process of Composition*, (Englewood Cliffs: Prantice Hall Present. p.89

3. To persuade the reader that your opinion is valid include that to move the reader to action, to convince the reader that the opinion is correct or for hostile audience and to persuade the reader that your opinion is at least worth considering. Opinions must be supported by evidence likes examples, physical description and personal experience.

In conclusion, persuasion is acts of human communication to invite, whether verbal or nonverbal, oral or written, explicit as a process of attempting to influence by leaving receivers with the perception of choice. The purpose is to change attitude of the receivers by proposing belief and value.

Writing effectively is a critical competency that all students should develop and it is very important in learning a foreign language. But, in fact, many students have difficulty to develop content, organize their thoughts in a coherent way, establish goals for writing, and manage the mechanism of writing²⁸, and their difficulties are shown across writing genre; however, in writing persuasive text, students will have more difficulties because they have trouble developing arguments and supporting their points of views. Therefore, the students need to be provided with the necessary support and strategies to master the writing process.

Researches recommend helping students by providing them with suitable strategies for solving problems that are a part of the writing process.

²⁸ Graham, Harris & Mason. (2003) in Sanchez (2008). *Writing for Students with Emotional Disabilities and English Language Learners – Self-Regulated Strategy Developed an Effective Intervention for Improving the Writing Quality of Students' Persuasive Essay*. p. 3

These strategies act as scaffolds, which can help students identify thinking skills and basic cognitive processes.

Strategies are a means utilized by the writer to solve problems that arise in the writing process. These are actions and behaviors that reflect cognitive, social, and affective processes, occurring before, during and after the writing process. Many researchers, who focused on the development of vocabulary, grammar, listening, speaking, reading and writing, classified strategies into various categories, according to the type of information-processing required from the learner.

3. STOP and DARE Strategy

De La Paz in Trela described the use of the mnemonic, STOP and DARE (Suspend judgment, Take a side, Organize ideas; Plan as you write), to teach persuasive essay writing to students with learning disabilities. This strategy was developed specifically for students at the middle and high school level who must develop more complex essays²⁹.

The planning mnemonic STOP is used to help students plan their persuasive texts. STOP stands for “Suspend judgment,” “Take a side,” “Organize my idea,” and “Plan more as you write.” These statements help students brainstorm and organize ideas for an effective persuasive text. The text writing mnemonic, DARE, has been modified slightly to address text quality. Instead of prompting students to, “Develop your topic sentence,” it will now direct students to “Develop your introductory paragraph,” “Add

²⁹ Trela Katherine, *Ibid.* p.34

supporting ideas,” “Reject possible arguments for the other side,” and “End with a conclusion.”

DARE serves as reminder for students to include the ideas developed in planning within an text containing all the required parts. Develop Background Knowledge.

Jacobson explained the procedures of teaching writing by using STOP and DARE strategies as follow³⁰:

- 1) In the first stage of instruction, introduce the STOP and DARE strategy mnemonics to the students. the STOP mnemonic is used for planning the writing. The instructor explains each step used in the planning process was discussed and its importance.
- 2) The instructor then introduces the persuasive writing mnemonic (DARE), explains that it is a trick to help remember the components of a persuasive text. Next, the instructor read a sample with the student, and asks the student to identify each example component as they hear it. Together, the student and instructor discussed where they thought this type of strategy could be used (e.g., in class texts, trying to convince their parents of something). The instructor explicitly mentioned the use of such a strategy in writing texts for required writing test..
- 3) Model it. In the third stage of instruction, the instructor explicitly modeled the use of the strategy, verbally demonstrating the use of self-instructions. Before beginning, the instructor discussed the parts of the

³⁰ Jacobson. 2009. *improving the writing performance of high school students with attention deficit/hyperactivity disorder and writing difficulties*

STOP and DARE mnemonics. She then developed text goals of including all the text parts, and using transition words. The instructor, assisted by the student, then planned for and composed a text that included all the text components. As ideas were generated the instructor modeled and talked through the planning process.

- 4) The next stage began with a collaborative writing experience. The instructor and the student first set a goal to include all seven text elements. Second, they planned the text together using STOP. The student was expected to take the lead in the planning processes with the instructor providing needed support. Third, using the notes generated using STOP, the student wrote a persuasive text, using the DARE mnemonic as a guide. Fourth, the student determined if each text element had been included in the text. Each was noted by highlighting it in the text. After the results were graphed, the student determined if their goal had been reached.

To ensure strategy instruction was presented consistently the following procedures were in place. First, the instructor followed a checklist listing each step of the lesson. Next, an outside observer, following with the same checklist as used by the instructor, observed 20% of all lessons.

Harris *et.al.*, formulated the STOP and DARE writing strategy into the following chart³¹:

³¹ Harris, et. all, *Ibid.* p. 18-19

Table II.1
STOP and DARE

S	Suspend Judgment	Consider each side before taking a position. Brainstorm ideas for and against the topic. (a) Did I list ideas for each side? If not, do this now; (b) Can I think of anything else? Try to write more ideas; and (c) Another point I haven't considered yet is . . .
T	Take a Side	Read your ideas. Decide which side you believe in or which side can be used to make the strongest argument. Place a "+" on the side that shows your position.
O	Organize Ideas	Choose ideas that are strong and decide how to organize them for writing. (a) Put a star next to the ideas you want to use. Choose at least ____ ideas; (b) Choose at least ____ argument(s) to refute; and (c) Number your ideas in the order you will use them.
P	Plan More as You Write	Continue to plan as you write. Use all four essay parts
D	Develop your topic sentence	
A	Add supporting ideas	
R	Reject argument for the other side	
E	End with a conclusion	

B. The Relevant Research

Katherine C. Trela³² (2008) in her paper entitled “*The Effects of I Write NOW Strategy on High School Students with Significant Cognitive Disabilities’ Participation in Composing an Opinion Paragraph*”. The purpose of the study was to examine effects of I Write NOW strategy on writing opinion paragraphs with students with significant cognitive disabilities. One high school teacher implemented prebaseline instruction to introduce students to composing a paragraph. Three students participated in the study. The study used a multiple probe across participants design to examine the relationship between the strategy instruction and four dependent variables. Research questions that arose from this investigation will be addressed in this discussion.

Findings from this research suggest a functional relationship between the strategy instruction and the number of opinion paragraph components chosen independently correct. After receiving seven lessons to learn and apply the strategy, all three students showed an increase in ability to independently choose transition words and sentences to compose a logical, well developed opinion paragraph. Overall, findings from this study indicate a functional relationship between I Write NOW strategy instruction and components chosen correctly to compose an opinion paragraph, students showed more consistent agreement between the topic and the conclusion sentence.

³² Trela, Katherine C. 2008. *Ibid*

C. The Operational Concept

The operational concept is the concept that is used to clarify the theories in this research in order to avoid misunderstanding and to make easy analyzing the problem. The writer establishes some indicators in the case as follows:

- 1) The indicator of STOP and DARE strategy (variable X) in teaching are when the teacher teach the students how to:
 - a) Make Suspend judgment by considering each side of the topic before taking a position.
 - b) Take a side by determining which side that they will support with strongest argument or which side that they believe in.
 - c) Organize the ideas by selecting the ideas that make powerful arguments by putting an asterisk next to the ideas. They identify the arguments that will be rejected, and put the ideas in numerical order.
 - d) Plan more during writing by keep planning as they write.
 - e) Develop a topic sentence.
 - f) Add supporting ideas.
 - g) Reject the arguments of the opposing side.
 - h) End with a conclusion.
- 2) The indicators persuasive text (variable Y) are when the students are able to:
 - a) State or begin their writing with topic sentence or thesis.
 - b) Provide the evidences to support their statement in topic sentence.
 - c) Make the conclusion in their writing by giving the most important details of arguments and state again what the reader is to do or believe.

D. Assumption and Hypothesis

A. Assumption.

In this research, writer assumed that the result of this research shows there is significant effect of STOP and DARE strategy toward ability in writing persuasive text

B. Hypothesis

Ho There is no significant effect of STOP and DARE strategy toward the students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Boarding School Pekanbaru.

Ha There is significant effect of STOP and DARE strategy toward the students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Boarding School Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This is a quasi-experimental research, which consists of two variables, namely the independent variables (X) and the dependent variables (Y). The writer wants to investigate the effect of STOP and DARE strategy (Variable X or independent variable) toward the second year students' ability in writing persuasive text (Variable Y or dependent variable) at Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru.

B. The Time and Location of the Research

This research was conducted from April to June 2012. The location of this research was at Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru, which is located in Panam - Pekanbaru.

C. The Subject and Object of the Research

The subject of this research was the second year students of Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru, and the object of the research is the effect of STOP and DARE strategy toward the students' ability in writing persuasive text.

D. The Population and Sample

The population of this research was the second year students of Madrasah Aliyah Darel Hikmah Boarding School Pekanbaru. This school consists of 6 classes and 159 students. Suharsimi said that if population is less than 100 respondents we can take all of, but if more than 100 respondents, we can take 10% - 15% or 20% - 25% or more

than that³⁴. The sample that be taken during this research is 25% of the population, so the numbers of student that be participates in this research is 40. The data of population and samples of the research can be seen as follows:

Table III.1
Population and Sample of the Research

No	Class	Population		Sample
		Male	Female	
1	Social	17	-	
2	Religion	20	-	20 (control)
3	IPA	15	16	
4	Science	-	28	
5	Social	-	30	
6	Religion	-	32	20 (experiment)
Total		53	106	40

The writer decided to take 40 students since the number of the population is large and more than 100³⁵. The male students of Religion major is as the control class, and the female students of religion major is as the experiment class. This is because the school divided the male and female students into different classes.

E. The Technique of Data Collection

The data was collected through giving the students writing assignment in writing persuasive text and interview.

³⁴ Suharsimi Arikunto, 2006. *Prosedure Penelitian*. Jakarta: PT. RINEKA CIPTA. p 134

³⁵ Sugiyono, *Statistika untuk Penelitian*, Bandung; Alfabeta, 2010, p 68.

1. Test

The writer collected the data by using test in order to find out the students' ability in writing persuasive text. The writer gave STOP and DARE strategy to respondents and respondent made persuasive text by using this strategy. The test divides into two types.

- Pretest

Pretest was conducted at the beginning of the process. Both control and experiment class did the pretest. The purpose of this pretest was to find out the students' ability in writing persuasive text. The result of this pretest was compared to the result of the post-test. Therefore, the writer can make judgment based on the students' performance before and after the treatment.

- Posttest

Posttest was conducted to get the data at the end of process of implementing the method; it means the data were collected after the treatment of STOP and DARE strategy implemented.

In order to make the judgment of the students' writing, the writer used Heaton theory which are shown into the following tables. The criteria of writing are content, vocabulary, language use, organization, and mechanic. Then, the typical scale of each component has a set of qualities (level) to be rated in series of possible rating. Heaton's theories of the rating are as follows³⁶:

³⁶ J.B. Heaton, *Writing English Language Test*, (New York: 1996) p. 124

Table III.2**Content**

Range	Level	Criteria
27 - 30	Very good - Excellent	Knowledge, substantive etc.
22 - 26	Average - Good	Some knowledge of subject, adequate range, etc
17 - 21	Poor - Fair	Limited knowledge of subject, little substance, etc
13 - 16	Very poor	Does not show knowledge of subject, non-substantive, etc

Table III.3**Organization**

Range	Level	criteria
18 - 20	Very good - Excellent	Fluent expression, ideas clearly stated, etc
14 - 17	Average - Good	Somewhat choppy, loosely organized but main ideas stand out
10 - 13	Poor - Fair	Non fluent, confusing ideas or disconnected
7 - 9	Very poor	Does not communicate, no organization

Table III.4**Vocabulary**

Range	Level	criteria
18 - 20	Excellent to very good	Sophisticated range – effective word/idiom choice and usage - etc
14 - 17	Good to average	Adequate range- occasional errors of word/ idiom form, choice, usage but meaning not obscured
10 - 13	Fair to poor	Limited range- frequent errors of word/idiom form, choice usage- etc
7- 9	Very poor	Essentially translation- little knowledge of English vocabulary

Table III.5
Language Use

Range	Level	Criteria
22 - 25	Very good - Excellent	Effective complex construction- etc
19 - 21	Average - Good	Effective but simple construction- etc
11- 17	Poor - Fair	Major problems in simple complex/construction-etc
5 - 10	Very poor	Virtually no mastery of sentence construction rules- etc

Table III.6
Mechanic

Range	Level	criteria
5	Very good - Excellent	Demonstrates mastery of construction –etc
4	Good to average	Occasional errors of spelling, punctuation, capitalization-etc
3	Fair to poor	Frequent errors of spelling, punctuation, capitalization-etc
2	Very poor	No mastery of convention dominated by errors of spelling, punctuation, capitalization, paragraphing- etc

The specification of highest result of the test is as follows:

Table III.7

The Distribution of the Score in Writing

No	Writing skill	The highest Scores
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanic	5

In order to obtain the data about the factors that influence the students' writing ability, the writer used interview.

F. The Technique of Data Analysis

In analyzing the data, the researcher used the post-test score of the experimental group and control group. In order to analyze the students' ability in writing persuasive text, the researcher used passing standard of English lesson in Madrasah Aliyah Darel Hikmah Boarding School (KKM) that was 65 for students' ability in writing persuasive text, it means for those who get score ≤ 65 , they do not pass KKM standard, while for those who get score ≥ 65 they pass KKM standard. The category of students' score can be seen in the following table:

Table III.8
The Classification of Students' Score

Score	Category
80-100	High
60-79	Middle
40-59	low

Source: Data from MA Darel Hikmah Pekanbaru

In this research, the data were analyzed by using statistical method to know whether or not there was significant difference of two mean sample from data variable compared³⁷

The data of the research will be analyzed by using "t Test" technique. Hartono said that "t test" is a statistic test that used in order to know the different variant from

³⁷ Hartono, *Statistik untuk Penelitian*, Yogyakarta, Pustaka Belajar, 2004, P. 178.

two variables (independent and dependent variables). The formula of t test can be seen as follows³⁸:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

The writer used SPSS 17 in order to investigate the result of the test given to both experimental and control class. This is because the program would give more accurate and better result than manual calculation.

The t-obtained value is consulted with the value of t_{table} . Statically, the hypotheses are:

$H_a : t_o > t_{table}$

$H_o : t_o < t_{table}$

H_a is accepted if $t_o > t_{table}$ or there is a significant difference on the students' ability in writing persuasive text between those who are taught by using STOP and DARE strategy and those who are not.

H_o is accepted if $t_o < t_{table}$ or there is no significant difference on the students' ability in writing persuasive text between those who are taught by using STOP and DARE strategy and those who are not.

G. The Validity and the Reliability of the Test

1. The Validity of the Test

According to Hughes, a test is valid if it measures accurately what it is intended to measure³⁹. In line to Huges, Gay said that validity is the

³⁸ Hartono. 2008. *Statistik Untuk Penelitian*. Yogyakarta – Pustaka Pelajar. p. 178

appropriateness of the interpretations made from the tests score. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function⁴⁰.

Content Validity is used to compare content of the test to the domain being measured. Gay also states that there is no formula used in this kind of validity and there is no way how to express it quantitatively.⁴¹ Content validity just focused on how well the items represent the intended area. In addition, Hadari stated that this kind of validity is also said as a curricular validity. It means that the content of the curriculum of a course that must be mastered by the students becomes the standard in determining the validity⁴². To determine the validity using such a validity is by referring to the material given to the students based on the curriculum.

Based on the explanation above, the writer used the content validity to measure whether the test was valid or not in this research. In other words, the tests given to the students were based on the material that they have learned.

2. The Reliability of the Test

According to Gay, reliability is the degree to which the test consistently measures whatever it is measuring. Furthermore he said that to know the reliability of the test such as essay tests, short-answer tests, performance and product tests, and projective test, we are concerned with inter-judge or intra-judge

³⁹ Arthur Hughes, *Testing for Language Teachers*, Cambridge University Press, 1989, p.22.

⁴⁰ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*. 6th Ed. United State of America: Prentice-Hall Inc, 2000, p. 161

⁴¹ *Ibid.*, p. 164

⁴² Hadari Nawawi and M. Martini Hadari, *Instrumen Penelitian Bidang Sosial*, Pontianak: Gajah Mada University Press. 2006. p.181-182.

reliability. The inter-judge reliability is also known as inter-scorer, inter-rater, or inter-observer reliability⁴³.

In statistics, inter-rater reliability, inter-rater agreement, or concordance is the degree of agreement among raters. It gives a score of how much homogeneity, or consensus, there is in the ratings given by judges. It is useful in refining the tools given to human judges, for example by determining if a particular scale is appropriate for measuring a particular variable. If various raters do not agree, either the scale is defective or the raters need to be re-trained.

There are a number of statistics which can be used to determine inter-rater reliability. Different statistics are appropriate for different types of measurement. Some options are: joint-probability of agreement, Cohen's kappa and the related Fleiss' kappa, inter-rater correlation, concordance correlation coefficient and intra-class correlation⁴⁴.

There are two ways to estimate inter-rater reliability. If the measurement consists of categories – the raters are checking off which category each observation falls in – and the percentage of the agreement between the raters can be count. The other way to estimate inter-rater reliability is through the continuous measurement. All we need to do is calculate the correlation between the rating of the two observers⁴⁵.

This research used inter-judge (inter-rater) reliability. It means that the score of the test was evaluated by more than one people. In this research, the students' writing scores were evaluated by two raters.

⁴³L. R Gay and Peter Airasian, *Op.Cit.*, p.175.

⁴⁴en.wikipedia.org/wiki/inter_rater_reliability

⁴⁵www.socialresearchmethods.net/reliability.php

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Research Instrument

This research was intended to investigate the effect of STOP and DARE strategy toward the students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru. The presented data were obtained through test and interview. Both control and experiment class were given pre-test and post-test, but the score was calculated based on the students' writing score in post-test. The writing test given consisted of three topics. The result of writing test was evaluated by concerning five components: Contents, organization, Vocabulary, Language use, and mechanics.

B. The Data Presentation

The data of this research were obtained from the scores of the students' post-test from experiment and control class. The data were obtained through following procedure:

- a. Both experimental and control class were asked to write a persuasive text at pre and post-test.
- b. The students wrote in a sheet of blank paper. Then, the students' writing were collected in order to evaluate the content, vocabulary, language use, organization of the ideas, and the mechanics of the writing.
- c. The writer asked two raters to evaluate the students' writing.
- d. The writer then sum up the scores given by both of the raters, and divided the score into two.

1. The Students' Scores on Experimental Class

a. Description of Students' Score of Pre-test Experimental Class

The description of students Pre-test Scores on experiment class can be seen at the table below:

TABLE IV.1
The Students' Pre-Test Scores of the Five Aspects
(Experimental Class)

Students	Content	Organization	Vocabulary	Language Use	Mechanism	Score
student 1	14	8	7	7	2.5	38.5
student 2	14	7	8	8	2.5	39.5
student 3	14	8	8	7	2	39
student 4	16	10	9	9	3	47
student 5	15	9	10	9	3	46
student 6	15	8	8	9	3	43
student 7	17	9	10	12	3.5	51.5
student 8	14	8	7	6	2	37
student 9	16	10	9	10	3	48
student 10	17	9	10	10	3	49
student 11	15	9	9	10	3.5	46.5
student 12	17	10	9	10	2	48
student 13	16	8	8	7	2	41
student 14	15	12	8	7	2	44
student 15	15	8	8	9	2	42
student 16	17	10	10	11	2.5	50.5
student 17	15	8	8	10	2	43
student 18	16.5	8.5	8	9	2	44
student 19	19.5	11	9	12	2.5	54
Student 20	16	9	9	9	2.5	45.5
Total	314	179.5	172	181	50.5	897
Mean	15.7	8.98	8.6	9.05	2.53	44.85

The table above shows that the total scores of experimental class students' pre-test of the five aspects is 897 and the mean score is 44.85. The highest score is 54 while the lowest score is 37.

TABLE IV. 2
The Distribution of Frequency of Students' Pre-Test Scores
Experimental Class

Score	Frequency	Percentage
37	1	5%
39	2	10%
40	1	5%
41	1	5%
42	1	5%
43	2	10%
44	2	10%
46	2	10%
47	2	10%
48	2	10%
49	1	5%
51	1	5%
52	1	5%
Total	20	100 %

Based on the table above, it can be seen that 1 student got score 37 (5%), 2 students got score 39 (10 %), 1 student got 40 (5 %), 1 student got score 41 (5%), 1 student got score 42 (5%), 2 student got score 43 (10 %), 2 students got score 44 (10%), 2 students got score 46 (10%), 2 students got score 47 (10%), 2 students got score 48 (10%), 1 student got score 49 (5%), 1 student got score 51 (5%) and 1 student got score 52 (5%). The highest frequency was 2 at the score of 39, 43, 46, 47, and 48. The total frequency was 20.

b. Description of Students' Score of Post-test Experimental Class

TABLE IV.3
The Students' Post-Test Scores of the Five Aspects
(Experimental Class)

Students	Content	Organization	Vocabulary	Language Use	Mechanism	Score
student 1	24	16	16	19	3	78
student 2	23	15	15	19	3	75
student 3	22	16	16	20	4	78
student 4	27	15	18	22	4	86
student 5	21	15	15	16	3	70
student 6	20	15	17	20	3	75
student 7	27	18	19	23	4	91
student 8	22	15	15	19	3	74
student 9	24	18	18	22	4	86
student 10	25	19	18	23	4	89
student 11	23	15	15	19	3	75
student 12	27	19	19.5	21	4.5	91
student 13	24	15	15	15	3	72
student 14	24	16	16	19	3	78
student 15	20	15	12	14	3	64
student 16	25	15	15	17	4	76
student 17	20	18	16	20	3	77
student 18	21	15	15	16	3.5	70.5
student 19	26	16	15	19	4	80
Student 20	24	15	16	19	4	78
Total	469	321	321.5	382	70	1563.5
Mean	23.45	16.05	16.075	19.1	3.5	78.175

The table above shows that the total scores of experimental class students' post-test of the five aspects is 1563.5 and the mean score is 78.18. The highest score is 91, while the lowest score is 64. The distribution of the frequency can be seen as follows:

TABLE IV.4
The Distribution of Frequency of Students' Post-Test Scores
Experimental Class

Score	Frequency	Percentage
64	1	5%
70	1	5%
71	1	5%
72	1	5%
74	1	5%
75	3	15%
76	1	5%
77	1	5%
78	4	20%
80	1	5%
86	2	10%
89	1	5%
91	1	5%
Total	20	100%

Based on the table above, it can be seen that 1 student got score 64 (5 %), 1 student got score 70 (5 %), 1 student got score 71 (5%), 1 student got score 72 (5%), 1 student got score 74 (5%), 3 students got score 75 (15%), 1 student got 76 (5%), 1 student got score 77 (5%), 4 students got score 78 (20%), 1 student got score 80 (5%), 2 students got score 86 (10%), 1 student got score 89 (5%), and 1 students got score 91 (5%). The highest frequency was 4 at the score of 78. The total frequency was 20.

2. Description of Students' Score of Control Class

The description of students' scores of control class can be seen at the table below:

a. Description of Students' Pre-test Score of Control Class

TABLE IV.5
The Students' Pre-Test Scores of the Five Aspects
(Control Class)

Students	Content	Organization	Vocabulary	Language Use	Mechanism	Score
student 1	15	9	9	9	2	44
student 2	14	8	8	8	2	40
student 3	14	7.5	7	6	2.5	37
student 4	14	8	6	6.5	3	37.5
student 5	14	8	8	7	3	40
student 6	14	7.5	9	7	3.5	41
student 7	13	7	9	8	2	39
student 8	13	7	6.5	6.5	3	36
student 9	14	8	6.5	6.5	3	38
student 10	15	9	8	8	2	42
student 11	13	7	8.5	7	2.5	38
student 12	15	13	15	9	2.5	54.5
student 13	14	8.5	6.5	5.5	3	37.5
student 14	20	7	14	8	2.5	51.5
student 15	15	8.5	8.5	9	3	44
student 16	14	7	8	7	3	39
student 17	13	8.5	6.5	6	2.5	36.5
student 18	14	9	7	8	2.5	40.5
student 19	15	7	8	7	2.5	39.5
Student 20	16	8	7	6	2.5	39.5
Total	289	162.5	166	145	52.5	815
Mean	14.45	8.125	8.3	7.25	2.625	40.75

The table above shows that the total scores of control class students' pre-test of the five aspects is 815 and the mean score is 40.75. The highest score is 55 while the lowest score is 36.

TABLE IV.6
The Distribution of Frequency of Students' Pre-Test Scores
(Control Class)

Score	Frequency	Percentage
36	1	5 %
37	2	10 %
38	4	20 %
39	2	10 %
40	4	20 %
42	1	5 %
44	2	10 %
52	1	5 %
55	1	5 %
Total	20	100 %

Based on the table above, it can be seen that 1 students got score 36 (5%), 2 students got score 37 (10 %), 4 students got 38 (20%), 2 students got score 39 (10%), 4 students got score 40 (20%), 1 student got score 42 (5%), 2 students got score 44 (10%), 1 student got score 52 (5%), 1 student got score 55 (5%). The highest frequency was 4 at the score of 38 and 40. The total frequency was 20.

b. Description of Students' Post-test Score of Control Class

TABLE IV.7
The Students' Post-Test Scores of the Five Aspects
(Control Class)

Students	Content	Organization	Vocabulary	Language Use	Mechanism	Score
student 1	22	13	12	12	2	61
student 2	20	12	10	13	2	57
student 3	21	14	15	15	2.5	67.5
student 4	20	13	14	15	3	65
student 5	21	13	12.5	14	3	63.5
student 6	17	12	13.5	13	3.5	59
student 7	18	14	11	12	2.5	57.5
student 8	19	15	12	12	3	61
student 9	20	13	12.5	10	3.5	59
student 10	22	15	13	11.5	3	64.5
student 11	21	15	10	15	2	63
student 12	22	13.5	12	15	2.5	65
student 13	15	12.5	10	11.5	3	52
student 14	24	17.5	15	19	4	79.5
student 15	18	15	18	11	2	64
student 16	18	14	12	15	2	61
student 17	17	13.5	13	12	2.5	58
student 18	15	13.5	12.5	13	2	56
student 19	15	13.5	12	11	2.5	54
Student 20	20	15	15	15	3	68
Total	385	277	255	265	53.5	1235.5
Mean	36.67	26.39	24.29	25.24	5.10	61.78

The table above showed that the total score of control class students' post-test of the five aspects is 1235.5 and the mean score is 61.78. The highest score is 80, while the lowest score is 52.

The description of students' post-test scores of control class can be seen at the table below:

TABLE IV. 8
The Distribution of Frequency of Students' Post-Test Scores
(Control Class)

Score	Frequency	Percentage
52	1	5 %
54	1	5 %
56	1	5 %
57	1	5 %
58	2	10 %
59	2	10 %
61	3	15 %
63	1	5 %
64	2	10 %
65	3	15 %
68	2	10 %
80	1	5 %
Total	20	100 %

Based on the table above, it can be seen 1 student got score 54 (5%), 1 student got score 56 (5%), 1 student got score 57 (5%), 2 students got score 58 (10%), 2 students got score 59 (10%), 3 students got score 61 (15 %), 1 student got score 63 (5%), 2 students got score 64 (10%), 3 students got score 65 (15%), 2 student got 68 (10 %), 1 student got score 80 (5%). The highest frequency was 3 at the score of 61 and 65. The total frequency was 20.

C. The Data Analysis

This research was intended to investigate and answer two research questions, they are:

1. Is there any significant effect of using STOP and DARE strategy toward the students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Islamic Boarding School – Pekanbaru?
2. What factor that influences the students' writing persuasive text ability at the second year of Madrasah Aliyah Darel Hikmah Islamic Boarding School – Pekanbaru?

1. The Effect of STOP and DARE strategy toward the students' ability in writing persuasive text

TABLE IV. 9
Students' Post-Test Score of Experiment Class and Control Class

No	Experimental Class	Students	Control Class
Student 1	78	Student 1	63
Student 2	78	Student 2	62
Student 3	78	Student 3	67
Student 4	89	Student 4	69
Student 5	70	Student 5	65
Student 6	86	Student 6	57
Student 7	78	Student 7	57
Student 8	78	Student 8	57
Student 9	85	Student 9	67
Student 10	86	Student 10	54
Student 11	76	Student 11	54
Student 12	89	Student 12	80
Student 13	77	Student 13	54
Student 14	77	Student 14	64
Student 15	64	Student 15	56
Student 16	71	Student 16	59
Student 17	85	Student 17	56
Student 18	71	Student 18	56
Student 19	79	Student 19	72
Student 20	77	Student 20	69

a. The Data Analysis of the Test

In analyzing the data, the writer used a computer statistic program called SPSS 17. The calculation was using independent sample t-test formula. The process of statistic analysis by using t-test in SPSS program is as follows:

- a. Run SPSS17 program.
- b. Enter the data based on its procedure on Variable View and Data View.
- c. Click analyze in the menu of SPSS, choose compare mean.
- d. Choose Independent Samples T-Test.

The output of data analysis is as follows:

TABLE IV. 10

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Writing Score	Control Class	20	61.78	6.005	1.343
	Experiment Class	20	78.18	7.221	1.615

TABLE IV.11

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Writing Score	Equal variances assumed	.530	.471	-7.809	38	.000	-16.400	2.100	-20.651	-12.149
	Equal variances not assumed			-7.809	36.779	.000	-16.400	2.100	-20.656	-12.144

After getting the output of SPSS analysis, the writer interpreted the output as follows:

- a. The output of group statistics showed that the mean of the experimental class is 78.18 and the mean of the control class is 61.78, and N (number of the case) for each class is 20. Standard deviation of the experimental class is 7.221 and standard deviation of the control class is 6.005. Standard error mean of the experimental class is 1.615 and standard error mean of the control class is 1.343.
- b. The output of independent samples test showed that the t-test result is 7.809, its df is 38, significant is 0.471, mean difference is 16.400, its standard error is 2.100, lower difference interval is 12.149, and upper difference interval is 20.651.

There are two ways that can be done in interpreting t_o . They are as follows:

- a. By comparing t_o (t_{observed}) to t_t (t_{table}). From $df = 38$, it is found that the level of significance of 5% is 2.02 and the level of significance of 1% is 2.72. It can be stated that $2.02 < 7.809 > 2.72$. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted.
- b. By orienting the number of significance. If probability > 0.05 , null hypothesis (H_o) is accepted. If probability < 0.05 , alternative hypothesis (H_a) is accepted.

Based on the score of t-test (7.809), it shows that there is significant effect on the students who were taught by implementing STOP and DARE strategy. It is supported by the finding t-test (7.809) which is greater than t_{table} at 5% level of significance (2.02), while in the level of significance of 1% (2.72). It can be stated that $2.02 < 7.809 > 2.72$. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted.

In conclusion, teaching writing by implementing STOP and DARE strategy at the second year students Madrasah Aliyah Darel Hikmah Boarding School Pekanbaru is better than teaching writing without using STOP and DARE strategy. Thus, there is significant effect of using STOP and DARE strategy toward the ability in writing persuasive text at the second year students of Madrasah Aliyah Darel Hikmah Boarding School Pekanbaru.

2. The factors that influence the students' ability in writing persuasive text at the second year of Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru

In order to find the factors that influence the students' ability in writing, the writer asked few questions related to the factors that influence the students' writing ability.

The factors influencing the students' writing ability in composing persuasive text can be seen as follows:

a. The internal factors

Internal factors that influence the students' ability in writing persuasive text are:

1. The students' interest and motivation in learning English, especially learning writing in English.
2. The students' prior knowledge toward the composition of English text.
3. The students' perception toward English learning process.

b. The external factors

External factors that influence the students' writing ability are:

- 1) The strategy utilizes in learning and teaching process, especially in learning and teaching writing in English.
- 2) The environmental condition during learning and teaching process.
- 3) The topic of the writing
- 4) And the teacher's support in learning and teaching process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research described the students writing ability, especially in writing persuasive text by using STOP and DARE strategy. After teaching writing persuasive text by using STOP and DARE strategy, the writer found a significant improvement. Based on the descriptions above, the writer concluded as follows:

1. There is significant effect of using STOP and DARE strategy on the students' ability in writing persuasive text at the second year students of Madrasah Aliyah Darel Hikmah Islamic Boarding School Pekanbaru. Based on the data analysis showed that the result of t_{observed} is 7.809 and degree of freedom (df) is 38 it is found that the level of significance of 5% is 2.02 and the level significance of 1% is 2.72 it means that H_0 is rejected and H_a is accepted.
2. There are two categories of factors influencing the students' ability in writing persuasive text, they are internal factors such as interest and motivation, students' prior knowledge, and their perception toward learning and teaching process, and the external factor such as the strategy in learning and teaching, the environmental situation during learning and

teaching, the topic to be written and the teacher's support during learning and teaching process.

In conclusion, teaching English by implementing STOP and DARE strategy at the second year Students of Madrasah Aliyah Darel Hikmah Boarding School Pekanbaru is successful in improving the students' writing ability especially in persuasive text.

B. Suggestion

1. Suggestion for the Teacher

- a. The teacher should be creative in selecting the strategy that can be used in English teaching, especially teaching writing in order to make the students' writing ability better.
- b. The teacher should have the ability to guide the students in order that the students have a great motivation in learning English.
- c. The teacher should give the students opportunities to share or to express their ideas or opinions in writing.

2. Suggestion for the Students

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should have discussion and sharing information with their friends about English to improve their writing ability.
- c. The students should practice their writing ability.

BIBLIOGRAPHY

- Australian Curriculum. 2011. *Assessment and Reporting Authority – Persuasive Writing Guide*. Naplan. Sidney.
- Allal, Linda, et.al. 2005. *Effective Learning and Teaching of Writing A Handbook of Writing in Education Second Edition*. Kluwer Academi Publisher. Boston.
- Bailey, Stephen. 2011. *Academic Writing – A Handbook for International Students – Third Edition*. New York. Routledge.
- Bullmore, Jeremy. 2007. *Can I Change Your Mind* London: A&C Black.
- Camp, Lindsay.2007, *Can I Change Your Mind?* London: A & C Black.
- Creswell, Jhon W. 2008, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* , United States of America: University of Nebraska.
- David, Haris. 1996. *Testing English as a Second Language*. New York. McGrow Hill Book Company.
- De La Paz, S. 2001. *STOP and DARE: A Persuasive Writing Strategy – Intervention in Schools and Clinic*.
- Erickson, K., & Hatch, P. 2006. *Supporting Writing Strategy Development in the General Education Classroom*. Online resources.
- Gay & Peter Airasian. 2000. *Educational Research Competencies for Analysis and Application*. United State of America. Prentice Hall Inc.
- Graham, Harris & Mason. 2003. *Writing for Students with Emotional Disabilities and English Language Learners – Self-Regulated Strategy Developed an Effective Intervention for Improving the Writing Quality of Students' Persuasive Essay*. Online resources retrieved from the sites of <http://digitalcommons.unl.edu/cehsdiss/50>
- Graham, Steve. *Teaching Writing Strategies*. Vanderbilt University.
- Grenville, Kate. 2001. *Writing from Start to Finish*. Australia:Alen & Unwin.
- Haris, David. 1996. *Testing English as a Second Language* New York: Mc Grow Hill Book Company.
- Hartono. 2008. *Statistik untuk Penelitian – Edisi Revisi*. Yogyakarta – Pustaka Pelajar.

Jacobson. 2009. *Improving the Writing Performance of High School Students with Attention Deficit/Hyperactivity Disorder and Writing Difficulties*. University of Nebraska. <http://digitalcommons.unl.edu/cehsdiss/45>

Joy,M, Reid. 1994. *The Process of Composition*, Englewood Cliffs: Prentice Hall Present.

Langer, J., & Applebee, A.N. 1978. *How Writing Shapes Thinking*, Urbana. In Sanchez. (2008). *Writing for Students With Emotional Disabilities and English Language Learners*. p.14

Peha, Steve. Online resources from www.ttms.org. retrieved on Thursday, Feb 2nd, 2012.

Quentley, Elliott. 2008. *Writing Persuasive*. Saddleback Educational Publishing.

Riatun. 2011. *Students' Ability in Writing English Speech Text at the Second Year of Islamic Senior High School Ittihadul Muslimin – Koto Gasib*. UIN SUSKA. Unpublished Thesis.

Richard, Jack and Richard Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistic*. London. Pearson Education Ltd.

Sanchez, Yojanna Cuenca. 2008. *Writing for Students with Emotional Disabilities and English Language Learners – Self-Regulated Strategy Developed an Effective Intervention for Improving the Writing Quality of Students' Persuasive Text*. p. 3

Siahaan, Sanggam, Shinoda Krisno. 2008. *Generic Text Structure*. Graha Ilmu – Yogyakarta.

Sova, Dawn. 2004. *Writing Clearly – A Self Teaching Guide*. John Wiley & Sons, Inc. New Jersey.

Suharsimi Arikunto. 2006. *Prosedur Penelitian*. Jakarta. PT. Rineka Cipta

Sugiyono. 2010. *Statistika Untuk Penelitian*. Bandung. Alfabeta.

Trela, Katherine. C. 2008. *The Effects of I Write Now Strategy on High School Students with Significant Cognitive Disabilities' Participation in Composing an Opinion Paragraph*. University of North Carolina. Unpublished Thesis.

Online resources from www.thefreedictionary.com
en.wikipedia.org/wiki/inter_rater_reliability
www.socialresearchmethods.net/reliability.php